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In response to a felt need for systematic evaluation of the varied but isolated programs designed to provide teachers with international understanding, an in-depth study will be made of international programs at all US colleges and universities that prepare teachers. As a first step, an information retrieval instrument was developed during the pilot study discussed in this report. The first section of the instrument provides the respondent with a brief rationale for the study, definitions of the language used, and instructions for completing the questionnaire in the second section. The 42 questions are designed to collect data on the rationale, resources, evaluation and objectives of teacher education programs in international education. The instrument, which was sent to 9 institutions selected according to size, type, control, and geographical location, proved to be sufficiently specific yet adaptable to the particular character of each institution. It will be used in the projected nationwide study to identify and assess current programs, to plan for continuing information retrieval and evaluation, and to provide teacher educators with current information and recommendations. The information retrieval instrument appears as an appendix of the report. (WM)

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FINAL REPORT

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DEVELOPMENT OF INSTRUMENT FOR STUDY OF INTERNATIONAL EDUCATION IN TEACHER EDUCATION PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES

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Washington, D. C.

August 1968

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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U.S. DEPARTMENT OF
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Office of Education
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SUMMARY OF STUDY

Background and Brief Description. Relatively little is known of the influence of teacher education programs in developing international (and intercultural) understanding among pre-service and inservice teachers. There is no systematic recording or evaluation of such programs. Therefore, there is no systematic or comprehensive way in which a given school can determine where to go for example or for counsel, or how to learn which programs are successful or not and why. Yet there is a coast-to-coast need and call for such information. It was proposed that a study be made which will secure and systematize this information from all teacher education institutions. A pilot study was indicated in preparing a proposal for the major study. Basic in such a pilot study was the preparation (and refinement) of an information retrieval instrument to be used to identify and to assess present international education programs in teacher education, to plan for continuing information retrieval and evaluation and for closer interinstitutional collaboration in developing and refining such programs.

Scope. The pilot study included institutions (1) from coast to coast, (2) of public, private and church control, (3) small, medium and large colleges and universities, (4) operating teacher education programs within liberal arts colleges and distinct schools or colleges of education.

Objectives. The study restricted itself to preparation of an information retrieval instrument which would be used in the first phase of major study of all teacher education programs in the United States (1) to determine interests, approaches, resources, distinctive contributions, gaps, etc., and bases for setting priorities in developing materials and methods; (2) to bring teacher educators together in cooperating programs; and (3) to establish procedures for continuous collection and revaluation of data. (The second phase of such a study would be an in-depth evaluative study of the programs of selected schools to determine special strengths and weaknesses, etc.)

Methods Used. This pilot study included (1) a review of literature, (2) consultation with leading authorities in international education and with research design specialists, (3) preparation of the instrument, (4) institutional testing of instrument with benefit of interviews, (5) revision of the instrument, (6) testing of instrument by mail in yet other institutions without benefit of interview and (7) preparation of final instrument.

Results Obtained. All pilot institutions responded promptly. Interest was sharp. An information retrieval instrument was developed. There were relatively few suggestions for revision.

Highlights. There was considerable institutional regret that programs were not mature or enlightened enough to provide more promising responses. Need was clearly seen for participation in the proposed major study by (1) administrators, (2) liberal arts and sciences faculties (including specialists on international education), as well as by (3) teacher educators. The instrument was seen as a stimulus or alerting device for development and/or improvement of international education programs for teachers.

Recommendations. (1) The proposed major, information retrieval study involving all U.S. teacher education institutions should be undertaken without delay. (2) It should be followed by in-depth evaluation studies of selected teacher education programs involved in international education. (3) Guidelines should be developed for sound programs in international education. (4) A clearinghouse should be established for information on international (and intercultural) education. (5) Interinstitutional cooperation should be underscored in these efforts.

INTRODUCTION

NEED FOR PROGRAMS IN INTERNATIONAL EDUCATION

The President, The Congress, HEW, major educational associations and colleges and universities have been encouraging a search for means to enlighten the American public on international affairs, and to develop true intercultural understanding of the diverse cultures that are represented in the United States.

Following President Johnson's message to Congress in February, 1966, in which he said that education "must be at the heart of our international relations," the Congress late in the fall of 1966 passed the International Education Act. This act recognized the need for Americans to know more about other countries and other peoples if we are to develop closer educational, cultural and other relationships with them.

The potential of education as a medium for the understanding of cultures and for the promotion and extension of human rights through international avenues focuses automatically upon the pivotal role of the teacher between societal values and developing citizens. The provision of added knowledge about other cultures, or the inclusion of other types of international experience in the professional preparation of teachers tends to facilitate the communication of these understandings to students. It further enables prospective teachers to develop a more comprehensive understanding of our own culture and patterns of education. The task, therefore, is to prepare teachers in a way that will enable them to engage in the teaching-learning process in school (and in society) in a

manner that will produce the type of student and citizen desired. The role of teacher education is thus becoming clearer, and is assuming a position of central importance in focusing increasing academic attention on our educational relations with other nations.

A note of urgency was sounded in 1966 when Congress declared in the International Education Act:

> "A knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong American educational resources are a necessary base for strengthening our relations with other countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, people, and cultures."

BACKGROUND OF THE PROBLEM

Much has been done by many institutions and agencies by way of language and area studies programs, population control and participation in a variety of aid programs. But relatively little has been systematically attempted or accomplished toward developing in the average American desirable attitudes or motives in international affairs. Since few Americans presently are exposed to such education, even at the college level, a massive task faces the elementary and secondary teachers of the Nation.

A number of institutions and consortiums are trying in a variety of ways to meet this challenge. They include both public and private schools. Typical of these are:

> The University of California, Riverside, program in the Riverside City Schools under anthropologist Fred Gearing, concentrating on early childhood education in intercultural education;
>
> The Cincinnati Council on World Affairs coordination of two consortiums of higher institutions in a study of elementary and secondary education as it relates to international understanding;

The California State Colleges (e.g. Chico, Fresno, Hayward, San Francisco) drive to bring international education into the overall teacher education curriculum. (The Chico State College is planning an intercultural center for this purpose at nearby Richardson Springs);

The Northfield-Mt. Hermon Schools and their program with Dartmouth College which provides carefully planned overseas experiences for secondary school students, and stresses intercultural understanding.

Yet there is little general awareness of what these and other schools are doing. Anthropologist Gearing, who is a member of the 16-man California State Curriculum Revision Committee, recently stated: "I have been trying for two years to get some information on what others are doing, but have little to show for my travels and conferences. What we need is some correlation...and a comprehensive, nationwide inventory. It would save us years..."

During the past two decades, a multiplicity of international programs has been spawned. Governmental assistance has increased the pace of change but has, at the same time, provided little coordination or direction for this change. It is not, admittedly, the government's function to do so; this belongs properly in the hands of America's intellectual community which has the capacity to do the necessary research and engage in the necessary reflection. It is widely held, and with considerable justification, that the American programs in international education are uncoordinated, episodic in nature, irrelevant in content, lacking intimate ties to national foreign policy, and limited in their range of impact across the whole educational spectrum.

REVIEW OF LITERATURE AND RESEARCH

A number of investigations have emphasized the importance of international education and have expressed appeals for action in higher education. Many of these studies have sought to determine the extent to which "non-western" studies have become a part of college and university curricula. The problem of achieving a world perspective in the colleges and universities stems in part from the fact that the overwhelming majority of college students, whether prospective teachers or not, receive little non-western preparation in the social sciences. Among studies supporting this conclusion are these:

The Committee on the University and the World Affairs, J.L. Morrill, Chairman, The University and World Affairs, New York, The Ford Foundation, 1960; The Committee on the College and World Affairs, John W. Nason, Chairman, The College and World Affairs, New York, The Hazen Foundation, 1964;

Percy W. Bidwell, Undergraduate Education in Foreign Affairs, New York; King's Crown Press, 1962; The Association of American Colleges, Non-Western Studies in the Liberal Arts College; The International Programs of American Universities, East Lansing, Michigan, Michigan State University, 1958 and 1966; The Association of State Colleges and Universities, Fred F. Harcleroad, Alfred D. Kilmartin, co-chairman, International Education in the Developing State Colleges and Universities, Washington, 1966.

A principal concern among leaders in international education is the minimal communication which exists among institutions and educational associations, representing the full range of formal education.

William M. Marvel describes the situation thus: "From the ferment of the 1950's and the new approaches of the early 60's have emerged a new concern--how the universities will approach the problem of integrating and relating in a meaningful fashion their far-ranging international interests." 1/

John Gardner also observed: "The interesting question is not whether the university will be active in the world of foreign affairs--it will!--but whether in meeting the demands upon it, it will exhibit qualities of statesmanship or function as a sort of badly organized supermarket." 2/

While many colleges and universities have created international and area studies programs in recent years, and other schools have added non-western courses to various social science disciplines, these programs have apparently had little effect upon teacher education. This conviction is supported by several investigations that have identified the important relationship of teacher education with international education as a means of getting at the heart of the global problem of world understanding.

The Non-Western Areas in Undergraduate Education in Indiana is the title of the study made by Robert F. Byrnes in 1958. He concluded that primary and secondary education in Indiana would be enormously broadened and enriched in the long run if students in teachers colleges and schools of education received greater incentive and opportunity to acquire some knowledge of the non-western areas of the world.

1/ Marvel, William, The University Looks Abroad: Approaches to World Affairs at Six American Universities, Walker & Company, New York, 1966.

2/ Gardner, John W., Address at the 42nd Annual Meeting, American Council on Education, Washington, D.C., October 8, 1959.

The seriousness of the problem at the total college level was pointed out in 1961 when Percy Bidwell concluded that at graduation few college seniors are informed, sensitive or responsive with respect to events and conditions outside the United States. Especially disturbing was Bidwell's observation that the professional students in education ranked at the bottom of the list. 3/

Also in 1961 William C. Sayres recommended in his study - The Non-Western World in New York State Higher Education - that the state of New York takes a more active role in the development of non-western studies in elementary and secondary education and in teacher education.

Claude S. Phillips found in 1963 (World Affairs in Secondary Education) that non-western courses in various social science disciplines have not affected the preparation of teachers to any great extent. Sixty-nine and five tenths percent of the teachers surveyed in one Michigan county said their college education as social studies teachers had not prepared them to teach about the majority of mankind beyond Europe. 4/

Fred D. Carver surveyed a sample of teacher education institutions in 1965. In his study - Involvement of Schools of Education in World Affairs - 412 or 77% of the 535 professional schools or departments of education reported they did not have any international programs to describe. 5/

Harold Taylor reported similar findings from his current study sponsored by the American Association of Colleges for Teacher Education. 6/ In the report of this study, The World and the American Teacher, Taylor states, "As presently organized the standard curriculum for undergraduates take as its framework white American middle class society in a setting of Western culture, and the student is seldom given direct experience or knowledge of people in cultures other than his own, either inside the United States or in non-Western societies. Accordingly, the student learns to develop a parochial view of the world which, if he becomes a teacher, is transferred back into the school curriculum and reinforced there by the ideas and values of the local community."

3/ Bidwell, P.C., "Foreign Affairs in the College," Journal of Higher Education, November, 1964.

4/ Phillips, Claude S., Jr., "The Present World Challenge to Higher Education," The Educational Record, XLIV, (July, 1963), pp. 266-74.

5/ Carver, Fred D., Unpub. doctoral dissertation, University of Wisconsin, Madison, 1966.

6/ Taylor, Harold, The World and the American Teacher, American Association of Colleges for Teacher Education, Washington, D.C., 1968.

The fact that area studies, languages, population control and other excellent programs are not enough, and that teacher education programs must be more implicitly involved in international education, is also seen in the conclusions of Bidwell 7/, Kenworthy 8/, Laves 9/, Haefner 10/, Mager 11/, Garvey and Seiler 12/, and many others. But no study has been undertaken which reveals what the colleges and universities across the Nation are doing.

An excellent approach is being made by James Becker of the Foreign Policy Association.13/ It seeks to do a nationwide examination of objectives, stimulate widespread discussion, bring together leaders concerned and lay a base for continuing exchange of experience. There is reason to believe this inductive type of study will be worthwhile. But it remains for someone: (1) to provide a comprehensive, systematic inventory of all higher institutions in the U.S., (2) to provide data and recommendations whereby institutions might share a knowledge of productive programs and methods, (3) to stimulate interinstitutional cooperation and (4) to encourage one another in the process. Many, if not most, effective programs will not otherwise become generally known. And the Nation's approach to elementary-secondary international education will remain substantially as it is now--a scattered variety of programs, some excellent, some indifferent, but most of them isolated, and without benefit of substantial experience from others.

7/ Bidwell, Percy, Undergraduate Education in Foreign Affairs, King's Crown Press, New York, 1963.

8/ Kenworthy, Leonard, "Developing World-Minded Teachers," NCSS Yearbook, 1954, p. 396 ff.

9/ Laves, Walter H.C., "What Does the Citizen Need to Know About World Affairs," Social Education, October, 1951, pp 275-278.

10/ Haefner, John H., "Developing International Understanding in the Secondary School," NCSS Yearbook, 1954, p. 346.

11/ Mager, Robert F., Preparing Objectives for Programmed Instruction, p. VII, 1962.

12/ Garvey, Dale M., and William H. Seiler, "A Study of Effectiveness of Different Methods of Teaching International Relations of High School Students." Cooperative Research Project No. S-270, USOE, 1966.

13/ Becker, James M., "An Examination of Objective, Needs and Priorities in International Education in U.S. Secondary and Elementary Schools." Bureau of Research Project, USOE, 1966.

R. Freeman Butts more recently describes the plight of the students in the professions: 14/

> "Most of the policy statements on the need for international studies have stressed the importance of graduate study, especially in university area centers or the need for international studies in the liberal or general education of undergraduates.
>
> Most of the funds from foundations and from government have done to graduate institutions with a recent growing proportion going to undergraduate general education.
>
> Yet, most of the students obviously are undergraduates, most of the degrees are bachelor's degrees, and most of the undergraduates are in the professional fields where the opportunity for extensive exposure to international studies has so far been the least."

Dr. Butts continues to argue convincingly, and documents his position that the problem is not only how to achieve greater involvement of international studies in the general education core of prospective teachers, but also how to appropriately "internationalize" the professional component. This, he says, is true for a number of reasons:

1. Education is the largest of all professions. Teachers collectively represent nearly one third of all professional workers and they are the largest single group in the total work force of the country.

2. Professional education for teachers is more widely available in more institutions than any other type of professional preparation. The Education Directory, 1965-66 lists 2, 207 institutions of higher education of which approximately 1, 300 offer teacher preparatory programs. The TEPS organization lists 1, 173 institutions approved by State Departments of Education for the education of teachers.

14/ Butts, R.F., Task Force Report on Sec. 102 of International Education Act. USOE, p. 14, 1967.

3. More degrees are awarded in education than in any other professional field. Even this high total does not give the whole professional story, for large numbers of undergraduates who are classified under the academic fields gain their teaching certificates and go directly into secondary school teaching. Teacher Productivity--1965, compiled by Robert W. Oliver for the American Association of Colleges for Teacher Education showed 175, 000 first degree recipients made eligible for teacher certification. This is almost one-half greater than the 119, 000 degrees classified in 1965.

4. Contrary to common belief, the professional education of teachers also gives a larger share of time to the general liberal components than do any of the other undergraduate professional programs. Not all institutions take advantage of the time for non-technical studies, but state certification requirements and the best informed professional judgment would support them if they did.

5. The professional subjects required of most prospective teachers are off-shoots of the social sciences, humanities, and behavioral sciences, and thus are highly susceptible to internationalization. The most common required subjects include large doses of psychology and history of education. The usual courses are almost exclusively American in their orientation, with some attention to the West in the history of education. A concerted effort should be made to internationalize these subjects.

Many colleges and universities and interested organizations are sensing the need for a clearer and more productive international education involvement by institutions and individuals that prepare teachers. They have repeatedly pointed out the needs for a systematic inventory, analysis and evaluation of what the schools are doing in international education, and to determine in what direction they should go.

Education and World Affairs plans to maintain an up-to-date survey of formal and informal international affiliations, exchanges, and contracts. This effort continues the important work of the Weidner study and the East-West Center, with some revision, but does not include the full range of international curricular programs such as area studies, language centers, or other campus international activities.

The AACTE Committee on International Relations in cooperation with Overseas Educational Service has recently announced a major effort to identify college and university personnel with experience, training or interest in overseas service or international education activities on American campuses.

The purpose of the registry is to develop a manpower pool of qualified teacher educators to participate in America's educational assistance programs abroad.

The value of such a registry is obvious but it also points up the need for systematic and comprehensive data on the involvement of teacher education on the international front.

Dr. Fred D. Carver has provided background information for the EWA Task Force Report--The Professional School and World Affairs-Education by surveying member institutions of AACTE. Dr. Carver's study was nationwide, but not comprehensive of all teacher-preparing institutions, nor did he attempt to identify gaps of interest and activity. And if such identification were possible by examining his data, there remain the questions of what the respondents feel they should be doing for pointing up successful ventures and for ferreting out inhibiting factors and barriers to action.

The American Association of Colleges for Teacher Education has a long history of interest and involvement in international education. The American Association of Teacher Colleges, forerunner of the present AACTE, at its annual meeting in 1930 adopted the following resolution: 15/

> "Resolved that the AATC instruct the executive officers and committee which they may select to inquire into the feasibility and advisability of establishing contacts with teacher training institutions in foreign lands with a view to bringing about institutional cooperation among teacher training schools of the world."

A sample of recent opportunities provided by AACTE for its member institutions to become involved in various international activities include the following:

1. Overseas study tours for American educational administrators through contracts with the Bureau of Educational and Cultural Affairs in the Department of State and the U.S. Office of Education, for thirty-day visits to examine educational systems and conditions in foreign countries.

   Approximately 100 administrators have visited six European and Asian countries.

15/ Tenth Yearbook, The American Association of Teachers Colleges, 1931, p. 133.

2. Inter-institutional affiliation projects have been carried out with the arrangements made by the Association with 30 American colleges and universities for direct links to foreign teacher education institutions for exchange of texts, curriculum materials, college publication, faculty and students, depending on the resources of the American institution.

3. Through arrangements made with AID, educational administrators from abroad have been brought to this country for administrative internships in American colleges and universities. The foreign visitor spends six to nine months at the American institution for study and practical experience in educational administration. Twenty administrators from Asia, Africa and Latin America have participated.

4. Four annual seminars for teachers in social studies have been arranged under a contract with the Bureau of Educational and Cultural Affairs. The seminar staff is provided by American teacher education institutions. Approximately two hundred teachers from Central American countries have participated in these ser 'nars.

5. In collaboration with the Office of Overseas Schools of the Department of State, the Association has provided educational aid to seven American schools in Europe, Asia, Africa, and Latin America for improvements of the quality of teaching, staffing, and curriculum development.

6. A series of pilot projects in education for international understanding has been organized in eleven American colleges and universities in collaboration with the National Council for the Social Studies, and have ranged, according to the interests and financial ability of the institution involved, from introducing international curricula into the present program, participation in travel study programs abroad, to the development of exchange programs with foreign students and faculty members.

7. The African Curriculum Development Project was held on the campus of Makerere University in Kampala, Uganda during the summer of 1967. Approximately six weeks were spent in concentrated study and writing to develop a general course of studies on teacher education and to produce curriculum outlines, bibliographies, special papers on specific topics, and a collection of lectures by outstanding educators, scholars, and public figures from the area.

Educators from Kenya, Uganda, Tanzania and Ethiopia attended the seminar as well as nine educators from American colleges and universities.

A similar project will be held in the Caribbean during the summer of 1968 involving a consortia of seven southern American colleges and participants from Guiana, Barbados, Bahamas, Jamaica, Puerto Rico and Trinidad.

8. Currently underway is a major review and assessment of American technical assistance overseas in the field of teacher education, beginning with a report on the character and content of the involvement of the Agency for International Development in education. This study is being carried out under a contract with A.I.D.

9. A Seminar in African Studies will be held at the University of California at Los Angeles this summer for selected members of AACTE. The program will be conducted by the U. C. L. A. African Studies Center in cooperation with AACTE. The seminar is designed to assist in the establishment of international studies on campuses which have insufficient resources to initiate such a program without assistance.

The second phase of the project consists of a travel seminar to be held in East Africa during the summer of 1969.

10. The study of the preparation of teachers in the field of world affairs has just been completed by Dr. Harold Taylor, director of the study, and the final report The World and the American Teacher has just been issued by AACTE.

The purpose of the study was to examine the way in which teachers in America are educated in the field of world affairs, the extent to which their preparation as teachers enables them to understand and to teach about the nature of world society and its problems, and to suggest ways in which the quality of education in a world dimension might be improved, where such improvement was indicated.

A cross section of 52 colleges and universities; large and small, rural and urban, private and public, in each section of the country were visited.

Two conferences were held in connection with this study, one on the role of students in educational reform and the other on world education.

Chapter 6 of Dr. Taylor's study consists primarily of a summary of recommendations based on his findings. The range and extent of his recommendations give a vivid and challenging picture of the possibilities which exist in the field of international education. The very range and extent, however, point up dramatically the need for a study which would first provide a baseline for education, secondly a means for coordination of beginning steps and thirdly, a resource and clearinghouse for future programs in the field of international education as it relates to teacher education.

In recognition of this interest for international education in teacher education and the interest expressed at the 1967 national meeting of AACTE in Chicago, the Association is prepared to continue to make its resources available for developing international experience to a point where it may be seen as an integral part of sound teacher preparation programs.

CONCERNS, PROCEDURES, ANTICIPATED RESULTS

In order to develop such experience and programs, however, it will be necessary for someone to (1) provide a comprehensive and systematic inventory, analysis and evaluation of all institutions of higher education in the United States that are involved in the preparation of teachers, (2) provide data and recommendations whereby institutions might share a knowledge of productive programs and methods, (3) stimulate interinstitutional cooperation. Such a study would explore the variety of activity being carried on and attempt to identify gaps and interests. It would also assess the feasibility of including an emphasis upon international education within the professional sequence. More specifically such a study must be concerned with:

1. Developing an inventory of U.S. teacher education programs, both pre-service and in-service, including (a) areas of interest, (b) special strengths, (c) financial and other resources, (d) approaches, (e) scope and/or extent, including timing, (f) distinctive contributions of accomplishments, (g) identification of gaps which exist in terms of content, geographical coverage, inculcating desirable intercultural attitudes, and coverage of cultures in United States institutions, (h) the extent and methods of coordination between the disciplines in the preparation of teachers, and (i) the uses made of interinstitutional cooperation in international education.

2. Preparing the way for curriculum improvement by a nationwide examination of objectives and requirements for international education in the preparation of teachers in both experiential and cognitive aspects, including four year undergraduate as well as graduate programs.

3. Nationwide examination of current objectives and analysis of current activities in international education in teacher preparation to assess current levels of activity and to identify gaps and interests.

4. Nationwide examination of objectives and means to attain them by bringing together leaders in teacher education, classroom teachers, and principal associations, both in substantive and methodology areas.

5. The setting of priorities for developing methods and materials for the preparation of teachers so that they may develop intercultural understanding and convey it to their students.

6. Providing bases for the development of procedures and materials in international education for universities and colleges that prepare teachers.

7. Establishing a procedure for continuous collection of data, assessment of achievement and restructuring of goals and methods.

AACTE is uniquely qualified to carry out an assignment as complex and far ranging as the one which has just been described.

Currently there are over 800 institutions holding membership in AACTE, and more than ninety percent of all certified teachers are prepared at these institutions.

The membership consists of all types of higher education institutions seeking to improve teacher education: large and small, private and public, municipal and state.

The member institutions look to AACTE for vision and leadership in the field of teacher education and an extensive two-way communication network has been developed over a number of years. The network includes Campus Institutional Representatives (administrators, teacher educators in departments or colleges of education, and subject matter specialists involved in the preparation of teachers), State Liaison Representatives, members of study and action committees, a nationwide panel of consultants, long established contact with the total teacher education community, and general higher education groups, relationships with federal personnel and a Washington based professional and supporting staff.

The institutional representative system means that more than 2,400 teacher educators are directly involved in a two-way communication system between the institutions and the central office.

Further communication is provided at the annual meeting of AACTE, held in conjunction with related professional organizations. This meeting regularly attracts more than 2, 500 teacher educators from all areas of the country.

The Committee on International Relations holds a series of regional conferences relating to the field of international education.

An additional function of the AACTE central office is in the area of publications. Issued on an annual basis are: The Yearbook and Proceedings of the Annual Meeting, The Charles W. Hunt Lectures, Excellence in Education, The Research Reporter, and The Teacher Productivity Study. The last study is a report based on production figures of over 900 teacher preparing institutions in the United States.

Numerous additional publications are developed as a result of studies sponsored by AACTE. The World and the American Teacher by Harold Taylor and The Doctorate in Education are representative samples.

THE PROBLEM

Although a great deal of time, effort, and money have gone into the many and varied programs in international education as they relate to teacher education, no comprehensive nationwide study has ever been made of these programs; no single source exists to which teacher educators or other interested parties can turn for information regarding these programs; and little, if any, national consensus exists as to desirable goals and objectives of these programs. Indeed, an information gap of monumental proportions exists regarding the entire field.

THE OBJECTIVES OF THE STUDY

The specific objective of this study was to develop a basic information retrieval instrument in preparation for a nationwide examination of objectives and an analysis of current activities in international education insofar as they are related to teacher education.

The utilization of the instrument, once developed, was designed to provide teacher educators with current information and recommendations regarding programs in international education and teacher education; and finally to initiate a procedure for the continuous collection of data and assessment of achievement in this field by colleges and universities that prepare teachers.

METHODS

The study was divided into two broad categories:

1. A comprehensive literature and institutional program search to determine what, if any, research had been carried out along the lines proposed in the study and to identify a few general trends in the preparation of teachers in international education. These findings are described in the introduction. In general, the literature reveals that language and area studies programs and specific programs in international relations or education have made little impact on the preparation of teachers.

2. The development of a basic inventory instrument to be used to determine, empirically, the current state of activity in American colleges and universities related to the creation of an international dimension for teacher education.

INVENTORY INSTRUMENT

The inventory instrument, Appendix A, was developed with (1) the counsel of leading authorities in international education, including specialists in comparative education, development education, teacher education, area studies and similar fields, Appendix B, and (2) close and continuing advice of members of the AACTE Committee on International Relations (CIR), Appendix C.

The questionnaire was developed:

First, in content through survey of literature, and consultation with leading scholars coast to coast.

Second, in format, with the help of a number of research design specialists and on the basis of the experience of the project director with previous nation-wide studies.

Third, the rough instrument was tested with benefit of interview (1) at large, medium, and small institutions, variously under public, private, and church control and distributed geographically over the four major USOE regions of the United States, including teachers colleges, universities, and liberal arts colleges, (2) in Committee session with the AACTE-CI R, and (3) in recheck with the specialists who had given advice in framing the instrument.

Fourth, the questionnaire was revised on the basis of these interviews.

Fifth, it was mailed to nine institutions selected in terms of size, type, control and geographical spread. The final selections consisted of:

BEMIDJI STATE COLLEGE, Bemidji, Minnesota 56601, Judson Martin, Academic Dean and Acting Chairman of Division of Education

CENTRAL WASHINGTON STATE COLLEGE, Ellensburg, Washington 98926, Charles McCann, Dean of the Faculty

UNIVERSITY OF DENVER, Denver, Colorado 80210, Nathaniel H. Evers, Dean, Graduate School

UNIVERSITY OF FLORIDA, Gainesville, Florida 32603, Kimball Wiles, Dean, College of Education

COLLEGE OF GREAT FALLS, Great Falls, Montana 59401, Miss Cornelia Martineau, Head, Education Department

UNIVERSITY OF HOUSTON, Houston, Texas 77004, Robert Howsam, Dean, College of Education

MIAMI UNIVERSITY, Oxford, Ohio 45056, Neale Bogner Dean, School of Education

UNIVERSITY OF THE PACIFIC, Stockton, California 95204, J. Marc Jantzen, Dean, School of Education

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, California 90007, Irving Melbo, Dean, School of Education

All institutions responded promptly, despite the length of the questionnaire in mimeographed form. There were relatively few suggestions for revision, yet there was a serious concern on the part of several that their programs and their records did not provide bases for more encouraging and enlightening reports. It is expected in the final form to be a printed 4-page, top-hinged, 8 1/2 x 13 inch form, keyed to call attention to the need for institutional participation by the administration, by the liberal arts and science faculties and by the professional education staffs. Wherever there is a head or specialist in international education his central concern is also requested.

FINDINGS AND ANALYSIS

The result of this study consists essentially of the retrieval instrument included as Appendix A. The instrument contains two sections: the first section provides the respondent with a brief rationale for the study, a series of definitions pertaining to the language of the questionnaire, and a set of instructions for completing the questionnaire. The second section contains the questionnaire.

The questionnaire consists of forty-two (42) questions, primarily multiple choice but including some open-end questions. The questions are divided into three broad categories:

1. Programs. An attempt is made to assess the range and depth of each institution's program in international education and teacher education and the means by which they are carried out (e.g. curriculum, personnel exchange, overseas programs of study or technical assistance, foreign student involvement, etc.). Questions 1-21.

2. Resources and Evaluation. This section is primarily concerned with the human and material resources available or committed by institutions to international education. In addition, some attempt is made to discover how effectively the institution uses available resources and asks them to identify the various factors that tend to favor the expansion of international studies and activities for prospective teachers as, alternatively, tend to inhibit progressive achievement in the field. Questions 22-31.

3. Objectives and Rationale. This final section investigates institutional commitment to progressive involvement in international and teacher education and probes the rationale for such involvement. The questionnaire also provides space for a description of programs unique to teacher education and for suggestions regarding means for the development of intercultural understanding in American elementary and secondary schools through teacher education. Questions 32-42.

CONCLUSIONS AND RECOMMENDATIONS

While the major objective of the study was to develop a data retrieval instrument, several conclusions were reached during the process of instrument construction.

Regarding the usefulness of the instrument for identifying institutional programs, resources, and commitments, the results of the survey of nine pilot institutions indicated that the instrument was sufficiently specific yet flexible to be adapted to the particular character of each institution. A comparison of all the data from the nine institutions also revealed that diversity of size, control and location was not an inhibiting factor as far as the instrument was concerned.

In fact, the respondents pointed out that the questions assisted in the clarification and placing in meaningful categories the campus program.

The limitations of the questionnaire are obvious in at least one respect; it does not provide an opportunity for a campus to provide in-depth description or analysis of each individual program in which it is engaged. To do so would require lengthy in-depth studies by a team on the campus.

The responses from the nine campuses, as well as the literature search and discussions with leaders in the field (Appendix B), indicated that the utilization of the instrument would be an important first step to accomplish what was considered as an important and necessary long range program to provide momentum to the internationalization of teacher education and the teaching profession

To accomplish this task, the instrument would provide information and a rationale basis for:

1. Developing guidelines for sound programs for preparing teachers who will have more profound international and intercultural understanding.

2. Developing definitions or common understandings in terms of international education, intercultural education, comparative education, area studies, development education, etc., where there is relatively little agreement at present.

3. Exposure and analysis of problems, obstacles to international and intercultural understanding, and of creativity and successful programs.

4. A central "bank" for the exchange of ideas, the development of interinstitutional partnerships and other sharing of resources.

5. Such coordination of effort as may seem desirable to institutions and/or agencies.

APPENDIX A

Questionnaire

American Association of Colleges for Teacher Education
under contract with the
Department of Health, Education and Welfare, Office of Education
Bureau of Research
Washington, D.C.

INSTRUCTIONS - Prepare original and one copy. Please type all answers. Return original in enclosed envelope to: Dr. Raymond S. Moore, AACTE Baseline Study, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Retain one copy for your file.

Name and Address of Reporting Institution

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(
(
(

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)
)
)

PLEASE COMPLETE AND RETURN PROMPTLY

To the President or Designated Representative for AACTE Institutions:

We are inviting you to join all accredited institutions, 4-year and above, which prepare or participate in the preparation of teachers. In pilot studies involving about 40 institutional leaders in international education and/or teacher education, we have been unanimously encouraged to undertake this study. We expect that it will yield information that will not only assist institutions and agencies concerned with international education, but that it will also provide for an exchange of ideas and methods which will be of practical benefit to institutions which prepare teachers.

Sincerely,

Raymond S. Moore
Study Director

THE THINKING BEHIND THIS STUDY

Many studies have probed and are probing international education. But there has been no systematic, comprehensive, nation-wide inventory and analysis of such programs in U.S. colleges and universities as they relate to the education of teachers. It is the conviction of many educators and national leaders, including the President of the United States, that U.S. foreign policy will be no stronger than the elementary and secondary curricula, and that our international understanding will be no more perceptive than the teachers in these schools.

We have many programs centering on languages, area studies, and international affairs. There are substantial efforts involving overseas visitation and student and teacher exchanges. Yet those attempts relating specifically to teacher education tend to be uncoordinated, episodic in nature, irrelevant in content, lacking intimate acquaintance with national foreign policy, and limited in their range of impact across the educational spectrum.

In a three-part study of which this inventory is Part I, we propose to (1) develop an inventory of programs, (2) identify resources, (3) analyze current objectives and activities and modify or sharpen these objectives as indicated, (4) arrive at a consensus of what we should be doing, (5) assist in the development of procedures and materials for use by teachers, and (6) provide for continuous collection of data and for reappraisal. Part II of this study will involve depth studies of about 40 outstanding programs, and a possible study of failing efforts. Part III will be the conducting of about 10 regional conferences for the discussion and dissemination of findings of the study.

Hopefully, this study will provide bases for developing (1) guidelines for sound programs for preparing teachers who will have deeper international and intercultural understanding, (2) a clearer understanding of the problems and obstacles facing such programs, (3) a central "bank" for the exchange of ideas, development of interinstitutional partnerships and other sharing of resources, and (4) such coordination of effort as may seem desirable to institutions or agencies.

INSTRUCTIONS FOR COMPLETING THE STUDY INSTRUMENT

Please Read Carefully

1. Definitions. Because there are no common definitions among internationalists and educators, the following definitions have been formed FOR THE PURPOSES OF THIS STUDY: (a) International education is any educational program or activity which crosses national boundaries or deals with international concepts; (b) Intercultural education includes educational programs whose primary purpose involves the development of the knowledge of cultures and sub-cultures and the inculcation of desirable intercultural attitudes and understandings; (c) Comparative education is the study of educational programs of various nations and cultures;

(d) Area studies are programs whose purpose may be the increase of international offerings at any level or for any discipline or profession, and which may provide for the preparation of specialists on the major international areas such as Asia, Far East, Latin America, etc., and (e) Development education is the specialized, interdisciplinary study of education and national development and may include assistance programs across national boundaries.

The phrases education courses or education personnel in this instrument refer to professional courses or personnel in the education of teachers. Academic courses or academic personnel refer to courses or personnel in the liberal arts and sciences. The primary concern of this instrument is for teachers-in-preparation more than for other specialists in education. Teacher-in-preparation here refers both to those who are pre-service and to those in service.

2. Use of terms. The use of "you" and "your" in this instrument means your institution, unless specifically noted otherwise.

3. Parenthetical directions. Please follow carefully the directions in parentheses after each question in the instrument and just before the list of items or sub-parts of the question, such as "Check only one," or "Check all that apply."

4. Respondents. It is important because of the nature of this instrument that the response represent the administration, the education faculty and the faculty of the liberal arts and sciences. Representatives of these three groups should be brought together, if at all possible, in order that these may be joint responses. In all cases respondents should be personnel who are actually concerned for the development of international education and intercultural understanding in your institution. One of your respondents, if possible, should be your institution's principal person in international education. Please provide names and telephone numbers of these respondents and underscore the name of the principal respondent.

	Administration	Education	Arts and Sciences
Name			
Title			
Phone	( )	( )	( )

Section A: PROGRAMS

1. Are you, the principal respondent(s), involved in international education?

   1 Yes 2 No If so, how? (Circle all that apply)

   1 Head of international education
   1 Instructor in academic disciplines relating to international studies
   1 Area studies specialist
   1 Instructor in comparative education
   1 Foreign student advisor
   1 Member of international education policy group
   1 Other? (Specify) _____

   Have you participated in educational programs o'seas? 1 Yes 2 No

2. Do you have a formally constituted international education center, department, division, council or other committee or device consisting of both academic and educational personnel which coordinates your activities in international education? 1 Yes 2 No

   If yes, name of chairman _____ Phone No. _____

   If yes, please briefly describe its make-up and how it works.

3. Do you have a formally constituted device in education which coordinates your work in international education? 1 Yes 2 No

   If yes, name of head _____ Phone No. _____

4. At what level, if at all, do you emphasize international education on your campus? (Circle only one in column 1. If you propose a change, also circle appropriate number in column 2.)

Present	Proposed	
1	2	Mostly at the graduate level
1	2	Mostly undergraduate
1	2	Only undergraduate
1	2	Fairly well balanced between graduate and undergraduate
1	2	Only incidentally

5. At what level do you emphasize education on your campus? (Circle only one in column 1. If you propose a change, also circle appropriate number in column 2.)

Present	Proposed	
1	2	Mostly at the graduate level
1	2	Mostly undergraduate
1	2	Only undergraduate
1	2	Fairly well balanced between graduate and undergraduate

6. Do you feel that your greatest emphasis in intercultural education presently is on: (Circle all that apply in column 1. If you propose any changes, circle appropriate number in column 2.)

Present	Proposed	
1	2	Understanding of cultures overseas
1	2	Understanding of cultures or subcultures in the U.S.
1	2	None of these
1	2	Other (Specify) _____

7. Do you have present programs or plans for new or stronger programs to develop international and/or intercultural understanding among your teachers-in-preparation? 1 Yes 2 No (Circle all that apply: Present programs in column 1 and proposed programs in column 2.)

Present	Proposed	
1	2	Through exchange professorships
1	2	Student exchange
1	2	Through assistance programs overseas
1	2	Through Peace Corps or missionary returnees, etc.
1	2	Through subcultural experiences in the U.S
1	2	Through research programs
1	2	Through library development
1	2	Through instructional programs
1	2	Through interinstitutional cooperation at home
1	2	N.D.E.A. Institute
1	2	Other? (Specify) _____

8. In which geographical areas do you have programs, including N. D. E. A. Summer Institutes and fellowships? (Circle all factors that apply.)

Area	Exchange	Assistance	Research
West	1	2	3
Eastern Europe	1	2	3
Far East	1	2	3
Southeast Asia	1	2	3
Islam	1	2	3
Africa	1	2	3
Latin America	1	2	3

Please specify below the nation(s) or language(s) and funding source(s) for each area of involvement: (e.g., Nepal - AID; Turkey - Ford Foundation; Hindi - N. D. E. A.).

9. Which of the following requirements are included in your degree programs for the education of teachers? (Circle all that apply.)

Grad.	Undergrad.	
1	2	Competence in foreign language(s).
1	2	Residence and study abroad
1	2	Intensive study of a non-Western nation/culture
1	2	A course in comparative education
1	2	Student teaching or other practical experience with other cultures in the U.S. or abroad
1	2	Other? (Specify) _____

10. Which of the following electives are included in your degree programs for the education of teachers? (Circle all that apply.)

Grad.	Undergrad.	
1	2	Competence in foreign language
1	2	Residence and study abroad
1	2	Intensive study of a non-Western nation
1	2	A course in comparative education
1	2	Student teaching or other practical experience with other cultures in the U.S. or abroad
1	2	Other? (Specify) _____

11. Do the requirements in the liberal arts core for teachers include any emphasis upon international education? 1 Yes 2 No (If yes, please circle all of the areas that apply.)

1 Humanities and arts
1 Social Sciences (including anthropology)
1 The Life Sciences (including agriculture)
1 The Physical Sciences (including mathematics)
1 Philosophy or religion

12. In the professional sequence how much of the course content is devoted to international education? (Circle all that apply.)

50% or more of content	10-50% of content	less than 10%	None	
1	2	3	4	Philosophy of education
1	2	3	4	History of education
1	2	3	4	Principals of education
1	2	3	4	Social Foundations
1	2	3	4	Comparative education
1	2	3	4	Curriculum
1	2	3	4	Student Teaching
1	2	3	4	Methods
1	2	3	4	Other (Specify) _____

13. Do you offer courses in comparative international or development education? 1 Yes 2 No If yes, what specific types of courses do you offer in comparative education? (Circle all that apply.)

Grad.	Under-Grad.	
1	2	Survey of national systems of education generally
1	2	Intensive study of one, or few national systems or geographical areas
1	2	Research methods in Comparative Education
1	2	Development Education
1	2	Field research o'seas for credit related to degree program
1	2	Other (Specify) _____ _____ _____

14. Do you offer a major in comparative or international education? 1 Yes 2 No If yes, what specific prerequisite or complementary course, if any, are required of teachers-in-preparation? (Circle all that apply.)

Grad.	Under-Grad.	
1	2	Reading competence in foreign language
1	2	Speaking and writing competence in foreign language
1	2	Field research overseas
1	2	Documentary and/or field research in U.S. permissable
1	2	Courses in related social science, statistics, humanistic studies: Underline
1	2	Teaching or administrative experience overseas
1	2	Other (Specify) _____

15. Indicate approximate number of teachers-in-preparation students enrolled in current comparative and international education courses of all types.

Graduate _____ Undergraduate _____

16. In your institution what activities or functions have you found so good that you can recommend them to others who are educating teachers? (Circle all that apply.)

Good	Doubtful	No Opinion	
1	2	3	Teacher Exchanges
1	2	3	Facility sharing (U.S. or overseas)
1	2	3	Student Exchanges
1	2	3	Curriculum programs (area studies, history, languages, political science, etc.)
1	2	3	Development programs (AID, Peace Corps, etc.)
1	2	3	Faculty Exchanges
1	2	3	Summer Institutes at home or abroad
1	2	3	Year-round Institutes at home or aborad
1	2	3	Other (Specify) _____

17. Do you have any formal or informal overseas arrangements apart from the regular campus curricula? 1 Yes 2 No If so, in what areas? (Circle all that apply.)

1 Interinstitutional cooperation
1 Satellite campuses
1 Government contracts (AID, Air Force, etc.)
1 Fulbright or similar professor exchange
1 Student overseas programs
1 Foreign Student Programs on your campus
1 Peace Corps or missionary training
1 Other (Specify) _____

18. In which geographical areas, if any, do you have overseas programs designed to assist in the preparation of indigenous teachers? (Circle all that apply.)

Area	Exchange	Assistance	Research
West	1	2	3
Eastern Europe	1	2	3
Far East	1	2	3
Southeast Asia	1	2	3
Islam	1	2	3
Africa	1	2	3
Latin America	1	2	3

Please specify funding source(s) and nation(s) for each area of involvement: (e.g., Nepal - AID; Turkey - Ford Foundation)

19. What benefits do you provide foreign students? (Circle all that apply.)

1 Special programs for foreign students in Education
1 Foreign student advisor
1 Seminars on behalf of foreign students
1 Live-in opportunities with American families
1 Organized travel or other cultural experiences
1 Social program
1 Scholarship incentives
1 Other (Specify) _____

20. a. Approximately how many foreign students are currently enrolled in education courses?

Undergraduate _____ Graduate _____ Total _____

b. About what percentage does this total constitute of all education enrollees? _____%

21. Do you make any special effort to provide intercultural experiences for elementary and secondary teachers in service? 1 Yes 2 No In what ways? (Circle all that apply.)

1 Speakers Bureau
1 Exchange students and student abroad program
1 Campus Seminars
1 Teaching materials program
1 Summer Institutes (N.D. E.A. or other)
1 Other (Specify)

Section B: RESOURCES AND EVALUATION

(Bear in mind that these items continue to relate to the education of teachers.)

22. From what sources do you derive your principal dollar support for international education programs in foreign countries? (Circle all that apply.)

	% of annual support		% of annual support
1 Student fees	_____%	1 Foundations	_____%
1 University/College funds	_____%	1 Church	_____%
1 Federal Government	_____%	1 Other private sources	_____%
1 State/Municipal resources	_____%	1 Other (Specify)	_____%

23. Please indicate which of the below listed qualifications you consider important to one who prepares teachers and who carries international education responsibilities on your staff: (Circle each item once only)

Necessary	Desirable	Not Important	
1	2	3	Has significant o'seas experience
1	2	3	Has substantial course work in international studies
1	2	3	Has personal interest in international education
1	2	3	Possesses personal qualities which evidence intercultural understanding
1	2	3	Other (Specify) _____

24. Indicate ways in which your teacher preparation faculties have been prepared to teach international education: (Circle all that apply.)

1 As overseas scholars
1 In overseas business
1 As overseas government employees
1 Through Peace Corps or similar experience
1 Through missionary service
1 Through specific courses in international education
1 Through immigration

25. Are foreign students utilized in your preparation of teachers to implement or achieve the goals of international education? 1 Yes 2 No If so, in what ways are they best used? (Circle each item once only.)

Good	Doubtful	No Experience	
1	2	3	Seminars in various disciplines
1	2	3	Simulation of cultures
1	2	3	Lecture-demonstrations on campus
1	2	3	Classroom presentations in elementary and secondary schools
1	2	3	Language instruction
1	2	3	Other (Specify) _____

26. Do your teacher-in-preparation programs provide exposure to or practice in using specially prepared teaching materials such as: (Circle all that apply.)

1 Foreign Policy Association's Great Decisions Program or its Headline Series?
1 Science Research Associates' International Simulation?
1 Other? (Please describe.)

27. How frequently do you through the below-listed means provide for campus feedback from faculty and students who participate in overseas programs? (Circle each item once only.)

Regularly	Occasionally	Never	
1	2	3	Graduate seminars
1	2	3	Undergraduate seminars
1	2	3	Class participation
1	2	3	Community activity
1	2	3	Coverage in school paper, TV, etc.
1	2	3	Faculty colloquiums
1	2	3	Church-related activities
1	2	3	Other (Specify) _____

28. What are the barriers, gaps, or inhibiting factors in your international education programs? (Circle all that apply.)

1 Lack of money
1 Lack of knowledgeable and experienced personnel
1 Lack of awareness of problems, needs and opportunities
1 Indifference or bias of faculties
1 Indifference or bias of students
1 Indifference or bias of administration
1 Conflicts between professional and academic staffs
1 Lack of coordination through international education council
1 Other (Specify) _____

29. If your teacher education program is not actively involved in international education would you like to be? 1 Yes 2 No

30. Whether or not actively involved in international education, do you desire assistance in planning or other consultive services? 1 Yes 2 No

31. In what ways can educational associations such as AACTE help you begin an international educational program? (Circle all that apply.)

1 Publish bulletins or other materials informing of ideas or opportunities
1 Through suggestions for needed research or for help in research design
1 Assist in developing grant proposals and providing a directory of funding agencies
1 Help arrange participation in o'seas assistance projects
1 Describe what other colleges of similar size are doing
1 Provide a listing of consultants in international education
1 Act as an international exchange facility for teacher education through a cooperative center
1 Other (Specify) _____

Section C: OBJECTIVES AND RATIONALE

32. Do you feel that international education and understanding should constitute a substantial portion of overall campus interest, effort, attention? 1 Yes 2 No If so, how? (Circle all that apply.)

Desirable	
1	Through such academic areas as history, languages, literature, geography, economics, political science, etc., primarily at the undergraduate level
1	Through area studies concentrations, primarily at the graduate level
1	Through carefully planned overseas experiences at either level for students or faculty
1	Through extra-school study of subcultures in the U.S. or the simulation of other cultures on or near campus
1	Other (Specify) _____ _____

33. What do you consider, if any, the important reasons for providing international education for teachers? (Circle each item once only.)

Important	Not Important	
1	2	Their key position as instructors in influencing attitudes of students, generally
1	2	Their place in developing intercultural understanding in society
1	2	The need to develop a reservoir of skilled teachers for overseas service
1	2	Other (Specify) _____

34. What should be the objectives of international education for teachers in preparation? (Circle all that apply.)

1 To make the teacher a broader person academically
1 To enable the teacher to more effectively deal with problems of human relations
1 To help the teacher understand and translate to students the cultures and subcultures of our nation and world
1 To develop intercultural understanding among all citizens
1 Other (Specify) _____

35. How essential should initiation of the below-listed actions be to an institution interested in developing international education in its preparation of teachers? (Circle each item once only.)

Essential	Desirable	Doubtful	
1	2	3	Establishment of local museums, displays, etc.
1	2	3	Simulation of other cultures
1	2	3	Use of foreign students
1	2	3	Use of Peace Corps or missionary returnees
1	2	3	Employment of faculties with o'seas experiences
1	2	3	Provision of o'seas experience for key faculty personnel
1	2	3	Provision of o'seas experience for student-teachers
1	2	3	Other (Specify) _____

36. Should teacher education students be required to possess certain competencies in international affairs and intercultural understanding as a prerequisite for teaching service? 1 Yes 2 No 3 Not sure

37. How do you feel that an emphasis upon international education and intercultural understanding should be included within the professional sequence? (Circle each item once only.)

Desirable and practicable for us	Desirable but not practicable for us	Doubtful	
1	2	3	In separate courses as comparative education
1	2	3	As infused content within foundation courses
1	2	3	Through living-in experiences in other nations or cultures
1	2	3	As overseas student-teaching experiences
1	2	3	As living-in experiences with subcultures in the United States
1	2	3	Observations of subcultures in the U.S.
1	2	3	Other (Specify)

38. Do you consider international education important enough to: (Circle all that apply.)

Yes	No	
1	2	Send faculty members o'seas at the expense of the campus program
1	2	Encourage faculty experiences o'seas
1	2	Require overseas experience of your students
1	2	Urge overseas experience of your students
1	2	Require subcultural experiences (i.e., with Indians, Mexicans, Negro, Chinese, Puerto Ricans, etc.)

39. Do you believe that international education is of special importance to elementary and secondary teachers, as compared with other college students?
1 Yes 2 No Explain briefly: _____

_____

_____

40. Please briefly set down any suggestions or successful methods which may be employed to develop intercultural understanding in U.S. elementary and secondary schools through teacher education.

Attach descriptive data on your programs, if any, including name, address and telephone number of directors.

_____

_____

_____

41. To what extent are the above views shared by: (Circle each item once only.)

Widely shared	No Consensus	Not Shared	
1	2	3	Administration
1	2	3	Dean, liberal arts
1	2	3	Education Department chairman or dean
1	2	3	Education Department faculty
1	2	3	International Education Council, if any

42. If you have any courses, units or materials especially designed for particular levels (preschool, elementary, secondary, etc.) please describe briefly, and include samples when practicable.

APPENDIX B

List of Consultants

C. ARNOLD ANDERSON, The University of Chicago
ALEXANDER ASTIN, Director of Research, American Council on Education
JACK BAIN, Michigan State University
H. KENNETH BARKER, University of Akron
JAMES BECKER, Foreign Policy Association
WILLIAM BRICKMAN, University of Pennsylvania
FREEMAN BUTTS, Teachers College, Columbia University
MONSIGNOR LAWRENCE CAHILL, Saint John College of Cleveland
OLIVER CALDWELL, Southern Illinois University
JOHN CALLAN, Seton Hall University
JOHN CARPENTER, University of Southern California
CLAUDE EGGERTSON, University of Michigan
JOHN FISCHER, Teachers College, Columbia University
STEWART FRASER, George Peabody College for Teachers
FRED GEARING, University of California, Riverside
STANLEY GEX, Eastern Michigan University
FRANCIS HAMBLIN, Northern Arizona University
PAUL HANNA, Stanford University
FRED HARCLEROAD, California State College at Hayward
ALJO HENDERSON, University of California, Berkeley
ALFRED KILMARTIN, California State College at Hayward
JOHN KING, Southern Illinois University
FRANK KLASSEN, American Association of Colleges for Teacher Education
PAUL MASONER, University of Pittsburgh
BYRON MASSIALAS, University of Michigan
W.K. MEDLIN, University of Michigan
IRVING MELBO, University of Southern California
RUSSELL MILLIKEN, Ohio University
RUTH MURDOCH, Andrews University
HOWARD REED, The University of Connecticut
PHILLIP RICE, The Claremont University Center
IRWIN SANDERS, Education and World Affairs
CLIFFORD STEWART, The Claremont University Center
I.N. THUT, The University of Connecticut
DALE TILLERY, The University of California, Berkeley
LEIF TOBIASSEN, Andrews University
HOWARD JONES, University of Iowa

APPENDIX C

COMMITTEE ON INTERNATIONAL RELATIONS, AACTE

Rt. Rev. Msgr. Lawrence P. Cahill, President, Saint John College of Cleveland, Cleveland, Ohio.

John Callan, Dean, School of Education, Seton Hall University, South Orange, New Jersey.

Harold L. Enarson, President, Cleveland State University, Cleveland, Ohio.

Francis N. Hamblin, Academic Vice President, Northern Arizona University, Flagstaff, Arizona.

Fred F. Harcleroad, Consultant in Innovation, California State College Systems, Los Angeles, California.

William W. Brickman, Professor of Education, University of Pennsylvania, Editor, School and Society.

Howard R. Jones, Dean, College of Education, University of Iowa, Iowa City, Iowa.

Frank H. Klassen, Associate Secretary, The American Association of Colleges for Teacher Education, Washington, D.C.